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A SURVEY OF SELECTED FACTORS OF
MONTANA STATE UNIVERSITY GRADUATES TEACHING
THEIR FIRST YEAR IN MONTANA SCHOOLS
1948-1952

by

NOREEN B. INGLE

B.A., Montana State University, 1947

Presented in partial fulfillment
of the requirements for the degree of
Master of Education

MONTANA STATE UNIVERSITY

1953

Approved by:

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Aug 18 1953
Date

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CHAPTER I

INTRODUCTION

The assignment of teachers to positions open in a school system is one of the educational problems in which there are many people involved. The training institutions are responsible for providing the training for the prospective teachers; the superintendents and board members depend upon the training institution's graduates from which they hire teachers to fill their particular openings; and the graduates upon completion of training have the job of finding a position for which they are qualified among the openings of the schools. These assignments prove difficult many times because of the major-minor combinations of the prospective teacher of the subject field combinations being taught in the schools and asked for by the school boards or superintendents. Edward Potthoff stated two questions, one for the prospective teacher and one for the principal or superintendent, to show a need for determining definite teaching combinations. Namely:

How many high-school teachers upon seeking a position, particularly their first one, have found that success in the effort depended almost entirely upon qualification to teach a certain combination of subjects? How many high-school principals, upon attempting to fill a vacancy, have discovered that very few candidates were prepared to teach the

particular combination of subjects assigned to the teacher who had resigned?¹

Montana State University is one of the many institutions preparing students for the teaching profession. To check how the students are being absorbed into the profession, the School of Education sends a questionnaire to each of the graduates teaching for the first time in a school in Montana and to the superintendent employing the teacher. The questionnaires for the teacher show what fields the teacher is prepared to teach and what fields the teacher is instructing in addition to many personal items and questions about the courses taken. This study was based on parts of the questionnaire sent to the teachers, mainly the teacher assignments or subject combinations.

THE PROBLEM

Statement of the problem. The purpose of the study was to determine how the graduates were being absorbed into the teaching profession. Necessary topics of the study were:

1. the major and minor combinations the graduates had as their preparation for teaching,
2. the number of graduates using their major, minor, and major-minor combinations,

¹Edward F. Potthoff, "Simplifying the Combinations of Subjects Assigned to High School Teachers," University of Illinois Bulletin, 36:9, June 27, 1939.

3. the graduates teaching in a number of fields and how many have major, minor, or inadequate preparation for teaching these fields,

4. the male-female ratio:

a. according to each year,

b. according to the class of school,

c. the five year ratio,

5. the marital status,

Importance of the problem: Students, upon entering the institutions of higher learning, usually are undecided as to the second field in which they plan to specialize. Many times the combinations are made by choosing the subject closest to fulfilling the minor requirements and using the field as the minor. The students are usually quite definite in choosing the major field, but take the hodgepodge method of selecting the minor field. A study of the combinations of previous graduates could direct future graduates into more logically combined fields. This study attempts to cover the fields offered by the University of Montana so the future students with the help of their advisors will be guided into field combinations that are being used to some extent throughout the Montana schools. Because the greatest percentage of students graduate with one major and one minor, the study was more concerned with the two-field combinations.

SOURCE OF DATA

The chief source of the data for this study has been the questionnaires sent to the beginning teachers by the School of Education of Montana State University. These questionnaires are on file in the Education Department so there was no necessity to send additional questionnaires. Two different questionnaires² had been sent to the beginning teachers the past five years. These questionnaires each had four division headings and were similar in many items. The questionnaire used in 1948 and 1949 had "Your Teaching Job" as the first part while the second questionnaire had part IV as "Teaching Job." "Living Conditions" was part II of the first questionnaire while most of the same material was in part I on the second questionnaire under the heading "Statistical Data." The main difference of the two questionnaires was found in these sections. "Statistical Data" also included sex, marital status, school organization, and other items which were not used for the study. Part III on each questionnaire was concerned most with the teacher's appraisal of education courses taken at the University. The second questionnaire asked for the major and minor field which was a necessary item of the study. The last parts of each questionnaire dealt with the teacher's impression of teaching, whether they planned to continue teaching, and what their plans were for the next year.

²A copy of each questionnaire is included in appendix.

The second source of data for the study was a study made by Clifford Anderson in 1950.³ Much of the material concerning the 1948 and 1949 graduates had been included in Anderson's professional paper. The major and minor of each graduate were the items most needed for the 1948 and 1949 graduates and these were obtained from Anderson's paper.

The total number of teacher questionnaires reviewed for the study was 275. The different classes of schools included the 174 schools listed according to the districts and counties by the Montana State Department of Public Instruction.⁴ Of the 128 questionnaires sent to the 1948 and 1949 graduates teaching in the secondary schools, seventy-four were returned. The per cent of return of the 1950 questionnaires is unknown, but eighty-nine were on file so they were used. In 1951 seventy-six per cent, or 57 questionnaires, were returned. In 1952 seventy-three per cent, or 55 questionnaires, were returned.

LIMITATIONS OF THE STUDY

The study does not include every beginning teacher in the Montana schools as many beginning teachers had graduated from the other Montana institutions and out-of-state institutions.

³Clifford Anderson, "A Survey of the Teaching Success of Montana State University Graduates Employed in Montana Secondary Schools," (Unpublished professional paper, Montana State University, Missoula, 1950) pp. 64-72.

⁴State Department of Public Instruction, Montana Educational Directory, 1952-53. Helena, Montana. 48 pp.

In addition, all of the beginning teachers from Montana State University did not return the questionnaires. Because 58 per cent were returned for the years of 1948 and 1949, percentage of 1950 unknown, 76 per cent for 1951, and 73 per cent for 1952, the number of questionnaires not returned was quite large for the five year period.

Within the questionnaires sent to the teachers, about twenty-four different items were mentioned. The majority of these items did not pertain to the study so the number of items were limited to the few needed. The items used were the class schedules, the size and type of school, the majors and minors of the graduates, sex, and the marital status.

METHODS OF PROCEDURE

One small part of the tabulating was to classify each of the schools appearing in the study. The schools of Montana are divided into groups classified as County or Districts. The "school district" is defined in section 1020 of the School Laws of the State of Montana as:

The term "school district" as used in these codes is declared to mean the territory under the jurisdiction of a single board, designated as "board of trustees," and shall be organized in the form and manner as hereinbefore provided, and shall be known as district No. ____ of ____ county; provided, that all school districts now existing, as shown by the records of the county superintendents are hereby recognized as legally organized districts.⁵

⁵School Laws of the State of Montana, 1949. Prepared by Mary M. Condon, Superintendent of Public Instruction, Chapter 95, section 1020. p. 68.

The districts are divided into three categories and are classified as First, Second, and Third class districts. The School Laws of the State of Montana lists the classes of the districts in section 1021 as:

All districts having a population of eight thousand (8,000) or more shall be districts of the first class. All districts having a population of one thousand (1,000) or more, and less than eight thousand (8,000) shall be districts of the second class, and all districts having a population of less than one thousand (1,000) shall be districts of the third class.⁶

The establishment of the county high school was covered by acts passed in 1899 and these schools have county wide monetary support instead of the district support. The law for the county high school is listed as "An act to Establish County Free High Schools and to Provide for Their Maintenance" and the two sections dealing most directly read as follows:

Section 1. Any county in the state may establish a county free high school and in the manner hereinafter prescribed, for the purpose of affording better educational facilities for pupils more advanced than those attending district schools.

Section 7. At said first meeting or at some succeeding meeting called for such purpose, said trustees shall make an estimate of the amount of funds needed for building purposes, for the teachers' wages, and for payment of contingent expenses, and they shall present to the board of County Commissioners a certified estimate of the rate of tax required to raise the amount desired for such purposes. But in no case shall the tax for such purposes exceed in one year the amount of 10 mills on the dollar on the taxable property of the county, and when the tax is levied for the payment of teachers' wages and for contingent expenses only, it shall not exceed three mills on the dollar.⁷...

⁶Ibid, section 1021.

⁷School Laws of the State of Montana, 1899. Compiled at the Office of the Superintendent of Public Instruction. pp. 102-3.

In 1952, the enrollment for the county schools ranged from seventy-four in Boulder to 1,350 in Missoula. The different class districts enrollments were: first class, from three hundred eight in Anaconda to 1,890 in Billings; second class, from forty-one in Geraldine to 330 in Laurel; and third class, from sixteen in Whitewater to 135 in Simms.⁸ Because of a similar range of enrollment during the years 1945-1947, Antrim Barnes⁹ divided the schools into enough groups, five in number, to make meaningful comparisons which would bring out fundamental differences from group to group, but not into so many that one group would become too small for results to have statistical significance. Table I on this page shows the grouping made by Barnes.

TABLE I

BASIS FOR GROUPING OF SCHOOLS MADE BY BARNES *

GROUP	ENROLLMENT
I	351 and up
II	151-350
III	76-150
IV	41-75
V	6-40

* Grouping is referred to as "classes" in this study.

⁸State Department of Public Instruction, Montana Educational Directory, 1952-1953. Helena, Montana. 48 pp.

⁹Antrim Barnes, "Educational Offerings in Montana High Schools, 1945-47," (Unpublished Master's thesis, Montana State University, Missoula, 1948). p. 19.

In addition to the group classification, a distinction was made as to type, and six types based on the organization of the schools were designated. The types were: the high school including the grades nine through twelve; the grades; the junior high school including grades seven and eight; a combination of the grades and high school including the grades one through twelve; the combination of the junior high school and the high school including the grades seven through twelve; and two schools with the combination of a junior college and the high school.

Using the questionnaire returned by the teacher, a separate "three by five" card was made for each of the 275 teachers. The following information was recorded on each card:

1. The size of the school, its group classification, and the type of organization.
2. The major(s) and minor(s) of the teacher.
3. The teaching schedule.
4. Sex of respondent.
5. Marital status.

In recording the data, a separate sheet of paper was used for the major and minor of each field reviewed and all of these sheets were considered as the master sheets. The master sheet¹⁰ was divided into sections representing the sixteen subject headings used in the study and a series of

¹⁰A copy of the master sheet is included in the appendix.

lines upon which was put the information of each teacher holding the major or minor the sheet represented. The majors, minors, subjects taught, year, class of school, type of school, and number of fields were listed on the lines representing each teacher. The cards were sorted as the items were dealt with for easier transferral of data from them to the master sheets. The information for the main part of the paper came from this set of master sheets.

Because the study included only the graduates of the University, the fields in which a student may receive a teaching major or minor at the University were used to represent the main field headings. These field headings were business administration, biological science, economics--sociology, English, Speech, health and physical education, history, home economics, journalism, mathematics, music, physical science, Latin, French, Spanish, and art.¹¹ For convenience most of these subjects were abbreviated according to Webster's New International Dictionary. The abbreviations used were: business--bus., administration--adm., biological--biol., science--sc., economics--econ., sociology--sociol., English--Eng., physical--phys., education--educ., history--hist., journalism--jour., and mathematics--math.¹²

¹¹University of Montana Bulletin, Montana State University Series, Number 438, July, 1951. pp. 81-87.

¹²Webster's New International Dictionary of the English Language, Second Edition, Unabridged, 1951. pp. 2989-3000.

When transferring the subjects from the teachers' schedules to the master sheets, the need for assigning the subjects to the definite fields arose. A few subjects could be included in more than one field so they were treated separately, while others were fields not included in the University offerings. The subjects in fields other than the sixteen fields used in the study were civil air patrol, driver education, aeronautics, fundamentals of aviation, dramatics, occupational therapy, shop, industrial arts, and a work study program. General science, which could have been either biological science or physical science, was included with the field of the teacher. If the teacher held a biological science major or minor it was included as that, or if the teacher held a physical science major or minor it was included as that. The social studies, or social science as it was called in some schools, had no clarification as to what was covered in the teaching so was dealt with as a separate field. The other subjects found on the teachers' schedules were obvious and were included in the fields as follows:

Art	Art I & II, and Crafts.
Biological Science	Biology.
Business Admini- stration	Typing I & II, Personal Typing, Short- hand I & II, Bookkeeping I & II, Commercial Law, Secretarial Office Practice, General Business, Stenography, Commerce, Filing, Office Practice, Clerical Practice, and Business.
Economics- Sociology	Economics, Sociology, Economic Geo- graphy, Occupations, and Vocations and Occupations.
English	English I, II, III, & IV, and Literature.

Health and Physical Education	Boys', Girls', Coaching, First Aid, and two cases of College Physical Education.
History	United States, American, Montana, and World History, Civics, Citizenship, American Government, American Problems, and Problems of Democracy.
Home Economics	Home Economics I, II, III, & IV, and Boys' Home Economics.
Journalism	Journalism.
French	French I & II.
Latin	Latin I & II.
Spanish	Spanish I & II.
Mathematics	Algebra, General Mathematics, Trigonometry, Geometry, Arithmetic, Advanced Mathematics, and Advanced Algebra.
Music	Band--beginners and advanced, Chorus--mixed, Boys', Girls' Grades, High, School, Ensembles, Orchestra, General Music, and Individual Lessons.
Physical Science	Chemistry and Physics.
Speech	Public Speaking, Speech, Speech Correction, Oratory, and Declamation.

The tabulations of the marital status and sex of the respondent were made as the final topic in the study. Tabulating sheets were separated into columns for "male", "female", "unreported", for each class of the school for each beginning teacher. The sheets were similar for the marriage status but spaces for "married" and "single" were added.

CHAPTER II

PREVIOUS FOLLOW-UP STUDIES

Gerald Lannholm,¹ in reviewing the studies made by Umstattd, Malmberg, Douglass and Parkhurst, found the number of published studies related to the teaching combinations to be decreasing. In June, 1934, Umstattd had reviewed forty-six studies bearing on the problem. Malmberg had included thirty-nine studies in his review of investigations during the three year period following June, 1934. According to Douglass and Parkhurst, only thirteen studies of teaching combinations had appeared from June, 1937 to June, 1940. These last two reviewers emphasized that although the number of studies concerning the illogical teaching combinations had decreased, the problem had by no means disappeared. The question, "What are logical combinations?" is unanswerable. Reasoning would lead a person to assume mathematics and physical sciences, English and the languages, and history and civics to be reasonable combinations.

Ralph Evans² found the percentage of teachers assigned to single-field or subject matter to be greater in the schools of larger enrollments. The combinations found to be most

¹Gerald E. Lannholm, "Teaching Combinations," Nation's Schools, 29:49-50, February, 1942.

²Ralph F. Evans, "A Study of Teacher Assignment Practices in Secondary Schools of the North Central Association," North Central Association Quarterly, 16:271-291, January, 1942.

frequently used together were English with the languages and social studies, home economics with science, science with mathematics, health and physical education with social studies, commercial with social studies, and art with English. Evans found 206 different combinations among the 7,751 teacher assignments in 660 secondary schools accredited by the North Central Association. This number represented approximately 85 per cent of all accredited schools which enroll fewer than five hundred students in Illinois, Indiana, Missouri, Ohio, and Nebraska.

In another study which included all the accredited high schools in Colorado with the exception of the schools in Denver, Stephen Romine³ found the assignments of 1,661 teachers to contain 110 different combinations. The most frequent subjects taught as a single field were commercial, English, social studies, mathematics, and science. The most common combinations in the double fields were English with social studies, mathematics with science, commercial with English, English with Spanish, science with social studies, English with Latin, and commercial with social studies. Upon examining the teachers' transcripts, Romine states that the administrators could do a much better job of assigning the teachers and eliminate many of the odd combinations.

³Stephen Romine, "Improving Teaching Combinations and Assignments in Secondary Schools," The School Review, 54:537-45, November, 1946.

Norman Iverson⁴ found home economics, industrial arts, English, and agriculture to be the subjects most often taught alone in the North Dakota high schools. Latin was least frequently taught alone. Double combinations revealed were English with social studies, mathematics with science, social studies with English, science with social studies, Latin with English, modern language with English, home economics with science, health and physical education with social studies, and music with English. Iverson also found that the number of fields taught by a teacher becomes smaller as the size of the school in which the teacher is employed becomes larger.

Hilding Chilgren⁵ in reviewing the combinations of teachers in the six year high schools of Minnesota found English and commercial to be the subjects most often taught alone. The greatest increase of teaching one field is found in the special fields, as home economics, agriculture, and industrial arts. Modern languages and physical education were found to have the least chance of being taught alone. The two-field combinations common to Minnesota, Missouri, and Kansas were English with social studies, social studies with physical education, mathematics with science, Latin with English, modern language with English, music with English, and science with physical education.

⁴Norman Iverson, "Subject Combinations of North Dakota High School Teachers," (Unpublished Master's thesis, Montana State University, Missoula, 1940). 157 pp.

⁵Hilding Chilgren, "Subject Combinations of Minnesota Teachers in the 6 Year High Schools," (Unpublished Master's thesis, Montana State University, Missoula, 1944). 160 pp.

A Montana study of the combinations with mathematics was conducted in 1950 by Charles Christman.⁶ His study revealed general science, chemistry, and physics to be the subjects most often associated with mathematics. Other subjects frequently found in combination with mathematics were physical education, biology, and English.

The questionnaires sent to the beginning teachers who graduated from Montana State University in 1948 and 1949 were reviewed by Clifford Anderson⁷ in 1950. Many items were included in the study and among these was a section on the teaching combinations. English, history and political science, and music were the subjects taught alone most frequently. The two-field combinations that occurred were English with history, history with mathematics, history with health and physical education, history with commerce, and commerce with health and physical education. Anderson found that the combinations showed no definite pattern.

Ronald Jackson⁸ treated the combinations of all the teachers teaching in Montana schools during the school year

⁶Charles Christman, "Subjects Taught in Combination With Mathematics by Montana Public Secondary School Teachers During the 1949-50 School Year With a Partial Analysis of the Qualifications of These Teachers," (Unpublished Master's thesis, Montana State University, Missoula, 1950). 234 pp.

⁷Clifford Anderson, "A Survey of the Teaching Success of Montana State University Graduates Employed in Montana Secondary Schools," (Unpublished Professional paper, Montana State University, Missoula, 1950). 151 pp.

⁸Ronald Jackson, "Teaching Combinations in Montana Public High Schools, Fall, 1952," (Unpublished Master's thesis, Montana State University, Missoula, 1953). 177 pp.

of 1952. In all the school groups combined, the two-subject field combinations most commonly found were: agriculture with social science, commercial with English, art with English, English with social science, industrial arts with social science, mathematics with science, music with English, health and physical education with social science, science with mathematics, and social science with English. Social science was the subject found in combination with the other fields most often. English was next in frequency, followed by science, health and physical education, mathematics, and commercial.

CHAPTER III

COMPARISONS OF ITEMS CONCERNING THE GRADUATES

The schools in which the teachers taught their first year have been classified in two different ways for this study, by class and by type. The class of school was determined by the enrollment while the type was determined by the organization of the school. One interesting comparison was the per cent of beginning teachers starting in each type of school. Of the 275 teachers' questionnaires reviewed, 61 per cent of the beginning teachers taught in the high school alone. The grade-high school and junior-high school combinations each were represented by 11 per cent of the teachers; 8 per cent were in the grades; and 5 per cent were in the junior high school. The teachers who had not designated at what level they were teaching made up 3 per cent of the total. One person was assigned as a remedial teacher and therefore was unclassified as to type of school. The last grouping which occurred twice was a junior college-high school combination. Upon examination this combination was found to be in the same town and occurred two years apart. The second teacher could easily have been a replacement of the first teacher. From this comparison of percentages a person can easily see that the majority of the Montana State University graduates would start their teaching careers in the high schools.

The distribution of beginning teachers within the class groupings showed that no one class was represented by the majority of the teachers. The representations of the groups were: Class I with 21 per cent, Class II with 20 per cent, Class III with 31 per cent, Class IV with 14 per cent, and Class V with 17 per cent.

Harl Douglass,¹ in a study in 1943, found that mathematics and science were most often taught by men, and English and the languages were taught by the women. The men were the ones chosen for the extra-curricular activities, while the women were chosen for the study halls. Stephen Romine,² in a 1949 study, found industrial arts, agriculture, music, physical education, and social studies besides mathematics and science as the fields predominated by men. Other fields for the women were art, commercial, and home economics. Because fields run toward a male or female predominance, a prospective graduate should check this when choosing a field for the major or the minor.

The ratio of men to women was about two to one for each year of the study. The University enrollments for the five years are shown in Table II.

¹Harl Douglass, "Teaching Load and Assignments," Review of Educational Research, 13:272, June, 1943.

²Stephen Romine, "Subject Combinations and Teaching Loads in Secondary Schools," School Review, 57:556, December, 1949.

TABLE II

MONTANA STATE UNIVERSITY ENROLLMENT FOR 1948-52³

Year	Men	Women	Total
1948-49	2,875	908	3,783
1949-50	2,824	891	3,715
1950-51	2,334	802	3,136
1951-52	1,816	774	2,590
1952-53	1,645	747	2,392

Accordingly, the ratio of men to women for this study was two to one; in percentage the men comprised 66 per cent of the total 275 teachers reviewed, and the women 34 per cent of the total. Figure I on page 21 shows the distribution of men and women for the five year period. Figure II on page 22 shows the distribution of men and women for each class during the five year period.

Over a three year period, 1950-52, 133 questionnaires were examined for the marital status of the respondent. The married group was found to be 46 per cent of the total graduates reviewed. The men represented 36 per cent of the married group. The single teachers represented 36 per cent of the 275 teachers reviewed. There were more married men in the profession than single men, but more single women than married women.

³Secured from the files in the Registrar's office at Montana State University.

FIGURE I

A COMPARISON OF THE NUMBER OF MEN AND WOMEN GRADUATED FROM MONTANA STATE UNIVERSITY AND TEACHING THEIR FIRST YEAR IN MONTANA SCHOOLS

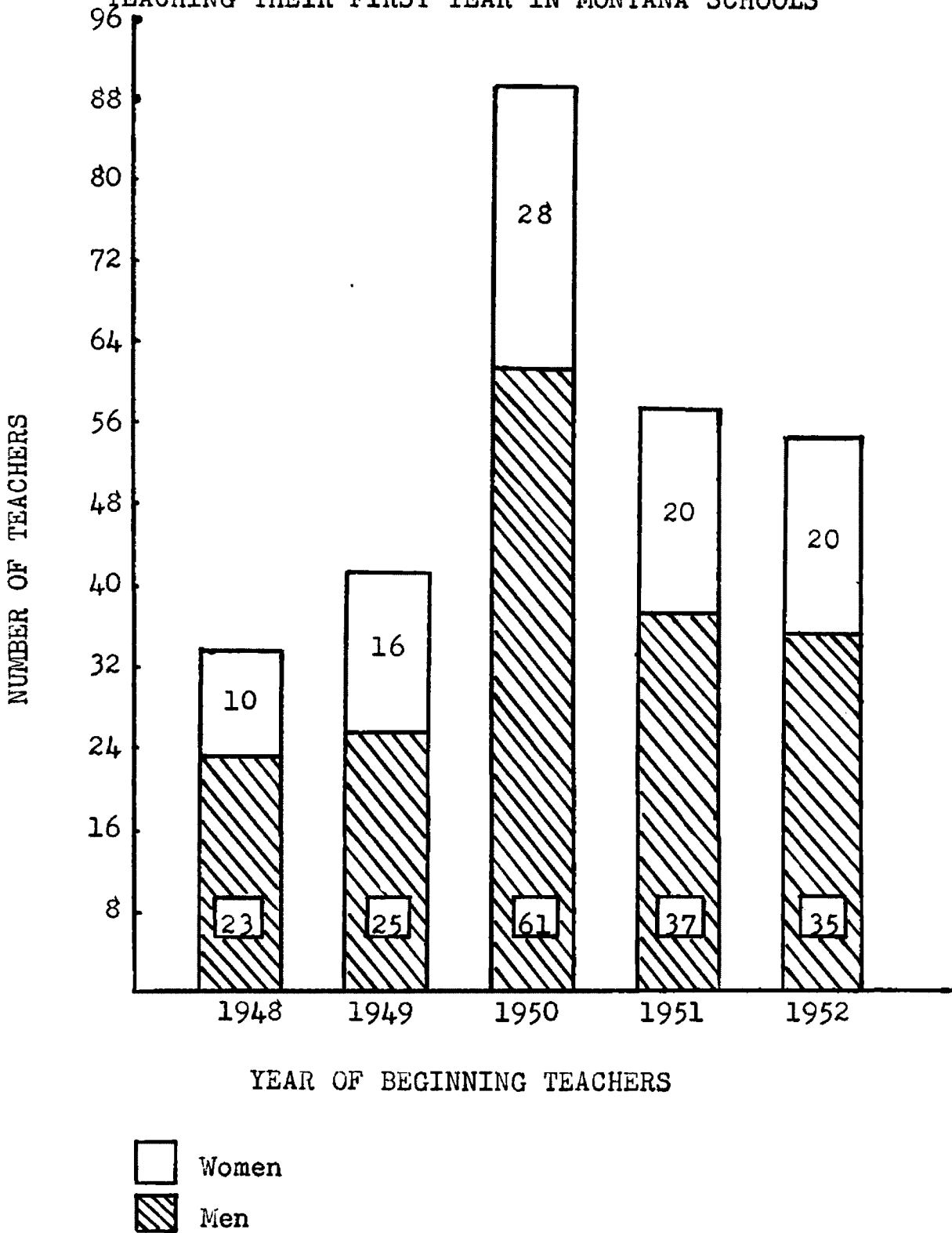
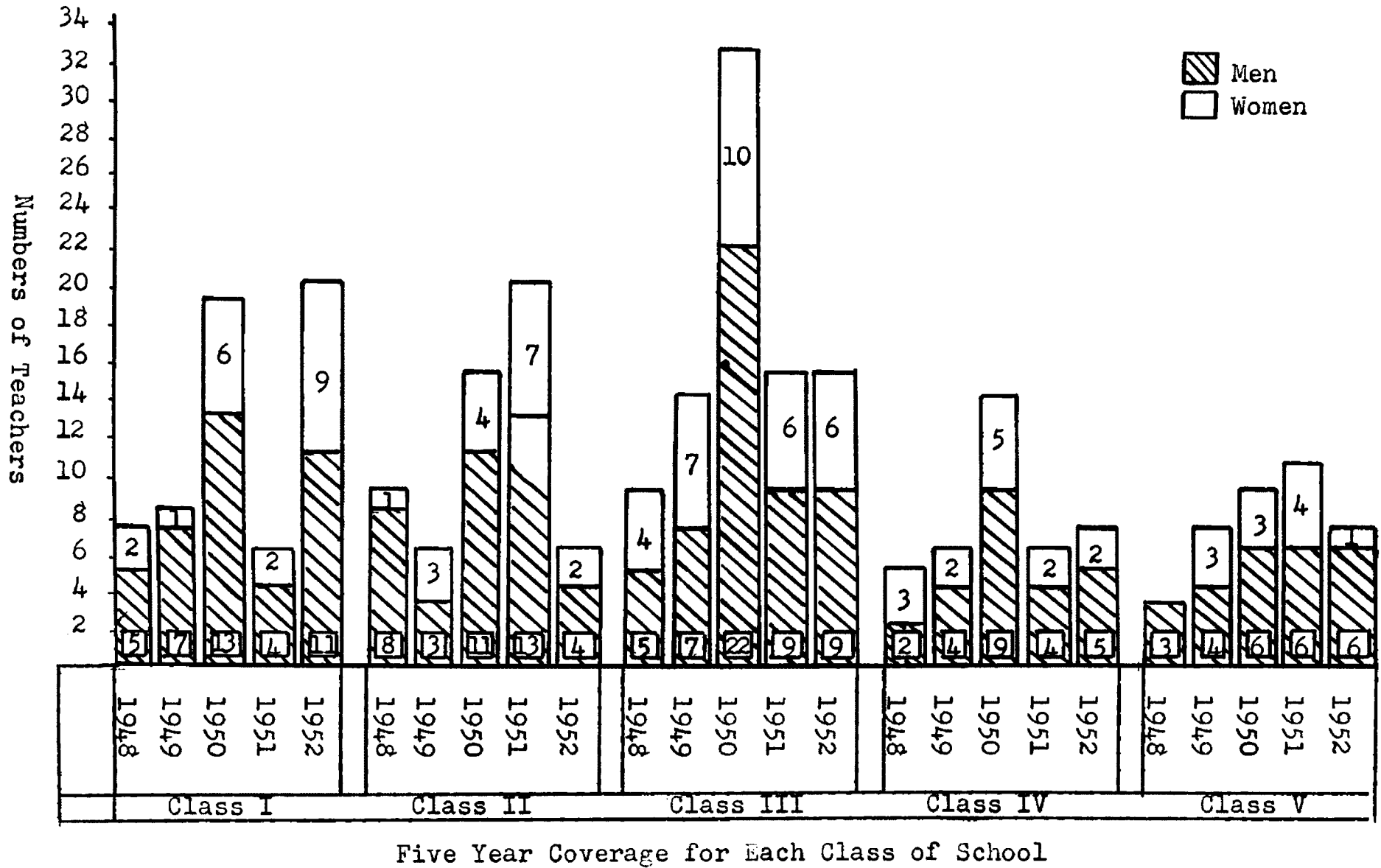


FIGURE II

A COMPARISON OF THE NUMBER OF MEN AND WOMEN GRADUATES FROM MONTANA STATE UNIVERSITY AND TEACHING THEIR FIRST YEAR IN MONTANA SCHOOLS ACCORDING TO CLASS OF SCHOOL



CHAPTER IV

UTILIZATION OF THE MAJOR AND THE MINOR PREPARATION FOR EACH FIELD

Latin and journalism were not represented as a major field among the 275 graduates used for the study. History, health and physical education, music, business administration were the fields with the greatest representation for the major fields; history, English, economics-sociology, and mathematics were the subjects with the greatest frequency for the minor fields. The frequencies of the graduates who majored and minored in the sixteen fields are shown in Table III. The fields are listed in the order of predominance for the major field.

TABLE III
THE FIELDS IN WHICH THE GRADUATES
HAVE MAJOR OR MINOR PREPARATION

Fields	Graduates with major	Graduates with minor
History	51	54
Health and Physical Education	43	15
Music	38	4
Business Administration	34	17
English	29	39
Home Economics	21	13
Biological Science	13	8
Economics-Sociology	13	34
Mathematics	12	32
Physical Science	8	24
Spanish	7	24
Speech	3	5
French	2	8
Art	1	3
Latin		2
Journalism		1

During the last three years of the five year study, 1950-52, twenty-six of the graduates started their teaching careers in the grade schools. Ten taught in cities whose schools are included in the Class I grouping. Of these twenty-six teachers in the grades, twelve had history as the major field preparation, five had music, three had biological science, three had health and physical education, one had home economics and one had art as the major field.

The graduates teaching in one field only, numbered seventy-two or 26½ per cent of the total teachers reviewed. Table IV shows the breakdown into classes for each of the fields in which the teachers were teaching one subject. Of these seventy-two teaching one field, fifty-eight used their major preparation, eleven used the minor preparation, and three had no preparation for the field taught.

TABLE IV
FREQUENCY OF GRADUATES TEACHING ONE FIELD
BY CLASS OF SCHOOL

Fields	Class of School					Total
	I	II	III	IV	V	
Business Adm.	5	4	8	2		19
English	4	3	8	2		17
Music	5	2	5			11
Home Economics	3	2	2	1	1	9
History	2	3	1			6
Health & Physical Education	3	1			1	5
Mathematics	1	1	1			3
Spanish	1	1				2
Total	24	17	25	5	2	72

TABLE V
GRADUATES' PREPARATION FOR TEACHING TWO-FIELD COMBINATIONS

	MINORS													Total			
	Art	Bus. Adm.	Biol. Sc.	Econ.-Sociol.	English	Health and Phys. Educ.	History	Home Econ.	Journalism	French	Latin	Spanish	Mathematics		Music	Phys. Sc.	Speech
Art										1						1	
Bus. Adm.	1			9	2		5	7				3	6			33	
Biol. Sc.			1	1	2	1	3						1		4	12	
Econ.-Sociol.		2			2		1	1				2	2		1	11	
English		1		1		1	7			3		6		1	1	21	
Health and Phys. Educ.		1	3	3	1		19	2		1	1	1	4	1		36	
History		2	1	6	10	7		1	1		1	3	3		1	37	
Home Econ.	1	2		2	4		1			1				2	7	20	
French					1											1	
Spanish		1			2		3									6	
Mathematics							2							4	1	7	
Music		6		4	8	3	3	1		1		3	5		2	36	
Phys. Sc.			1										6			7	
Speech					1											1	
Total	2	15	5	26	33	12	44	12	1	7	1	18	27	4	17	5	229

During the senior year, the students who wish to teach must apply to the State Department of Public Instruction for a teaching certificate. Four kinds of certificates are available and the training will determine the kind of certificate to apply for.¹

The requirements for application of certificates more or less demand that each graduate have a major and a minor before they enter the teaching profession. A few of the prospective teachers have more than one minor with the major or they may even have a double major. The major and minor combinations of the 275 teachers reviewed did not make a definite pattern as to what subjects most commonly go together. Some of the combinations among the graduates' preparations, listed with the major field first and the minor field second, were: history and English, business administration and economics-sociology, biological science and physical science, music and English, health and physical education and history, English and history, physical science and mathematics, mathematics and physical science, and home economics and physical science. Table V, page 26, shows the two-field preparations of the prospective teachers for the five years of this study. The table, line one, reads horizontally as follows: business administration was found to be the minor with economics-sociology two times, with English once, with health and physical education once, with history twice,

¹A copy of certification requirements is included in the appendix.

with home economics twice, with music six times, and with Spanish once.

Many of the teachers are teaching in fields in which they do not have adequate preparation. Social studies, one field other than the sixteen offered by the University, appeared nineteen times on a grouping of subjects taught without adequate preparation. Teachers were asked to teach in the health and physical education field most often without adequate preparation, and the teachers prepared to teach in the history field were the ones who taught other subjects most often without sufficient preparation. Table VI, page 28, shows the frequency of teachers instructing in fields other than their prepared fields. The table is read in the manner in which Table V is read.

Some graduates, nineteen in number, prepared for more than two fields by having a double minor with the major or a double major and a minor. Of the sixteen graduates with the major and two-minor combination, two are teaching in the three fields, and the rest are teaching in one minor and the major, or the major only, or the minors only. Of the three graduates with a double major and one minor, two are teaching in the major fields and the third is teaching in the major field only. The number of three-field combinations actually taught far outnumbered the graduates prepared for teaching three fields. Some of the subject combinations are common for two of the fields, but the third field combined with them was not apparent in the different combinations. English-

TABLE VI

FREQUENCY OF GRADUATES INSTRUCTING
IN FIELDS WITH INSUFFICIENT PREPARATION

	GRADUATES' MAJORS											
	Bus. Adm.	Biol. Sc.	Econ.-Sociol.	English	Health and Phys. Educ.	History	Home Econ.	Spanish	Mathematics	Music	Phys. Sc.	Total
Bus. Adm.			2		4	4						10
Biol. Sc.			1	1	5	6	1		5		3	22
Econ.-Sociol.		1		1		4		1	1			8
English	5	1	4		3	7	2	2	3	1		28
Health and Phys. Educ.	7	4	3	3		10	8	2	4	3	3	47
History		1	4	1	5		1		2	1		15
Home Econ.			1									1
Journalism	1		2	5		2				1		11
Latin		1						1				2
Spanish				2	1		1					4
Mathematics		3	1	3	3	7		1		2	1	21
Music					1	4	1					6
Phys. Sc.		2	1		1		1			1		6
Social Studies	1			1	3	8		1	2	3		19
Speech				3		2		1				6
Total	14	13	19	20	26	54	15	9	17	12	7	206

FIELDS TAUGHT WITH INSUFFICIENT PREPARATION

history, history-health and physical education, business administration-health and physical education, health and physical education-home economics, and mathematics-history were the two-field combinations most often combined with the third field.

Only three graduates were prepared for teaching more than three fields. The majors and minors with which these three graduates were prepared for teaching were: a French major with three minors--German, Spanish, and history; an English major with three language minors--French, Spanish, and Latin; and a four minor combination--English, mathematics, health and physical education, and biological science. The graduate with the French major did not teach in the major field, but taught in two of the minor fields--history and Spanish. The graduate with an English major used the English preparation and the Spanish preparation. The graduate with the four minors taught in a Class II grade school.

Twenty-two cases were shown where the teachers taught four fields. These were in all classes of schools with the following distribution: Class I, 2; Class II, 2; Class III, 6; Class IV, 8; and Class V, 3. The number teaching in five and six fields were seven and three respectively. The ten teaching in five and six fields were located in Class III, IV, and V, schools.

On the pages following appear summaries of Tables VII through L. . . Each summary includes the teaching status of the

teachers, the minor most frequently combined with the major for teaching preparation, and the field taught most often for teaching preparation, and the field taught most often with the major field. The major and minor fields of Speech, journalism, Latin, and art were represented by so few graduates that the tables for these fields were omitted and the information concerning them was given only in the summaries. The music minor tables were not included because only four graduates had music as the minor. The French major tables were not included because of a similar situation. The information concerning the business administration, biological science, economics-sociology, English, health and physical science, and Spanish fields was included in a set of four tables. Two of the tables were about the graduates with the field as the major, and the other two tables were about the graduates with the field as the minor. The tables about the majors and the minors were divided into two sets, one dealing with the preparation and the other dealing with the number of fields taught.

SUMMARIES FOR EACH FIELD

Art. Art was chosen as a major field by one graduate of the study. This graduate taught in 1950 in a Class II grade school for the first year of teaching.

Three graduates had art for their minor field. Two taught in the minor field and also their major field. One of the three had a triple minor and taught only subjects in the art field.

The graduate with the art major chose French for the minor field. Two of the art minor graduates chose business administration and home economics for the major fields. The third art minor graduate with the triple minor chose English and history for the other minors.

Biological Science. Thirteen graduates with biological science as their major were included in the study. Of these thirteen, eight graduates taught in the major field during their first year of teaching, but none taught in the field by itself. Three taught in grade schools the first year. One with a physical science minor taught health and physical education, geography, and history rather than the major or the minor fields.

Physical Science was the field most often combined with the biological science major to complete the major-minor combination requirements. This combination was used by half of the graduates who were prepared with the combination for teaching. Health and physical education was the field most frequently taught with biological science and in most cases had been taught with no major or minor preparation.

There were eight students with biological science as the minor in combination with some major. Six of the eight taught in the minor field plus other fields.

TABLE VII

TEACHING SITUATION AND CLASS OF SCHOOL OF THE
13 BIOLOGICAL SCIENCE MAJORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of major	3	2	1	3	4	13
Teaching in major	1	1	1	3	2	8
Teaching in major and other fields	1					1
Other combinations	1		1		2	4

TABLE VIII

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
13 BIOLOGICAL SCIENCE MAJORS

Number of fields	Class of Schools					Total
	I	II	III	IV	V	
Two fields	1	1			1	3
Three fields	1		1	2		4
Four fields				2	1	3
Grades	1	1			1	3

TABLE IX

TEACHING SITUATION AND CLASS OF SCHOOL OF THE
8 BIOLOGICAL SCIENCE MINORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of minor	2	1	2	2	1	8
Teaching in minor	2	1	2	1		6
Teaching in major only				1		1
Teaching in major and minor	1			1		2
Teaching in minor and other fields			1			1
Teaching in major, minor, and other fields		1	1			2
Teaching in fields other than the major or the minor	1	1				2

TABLE X

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
8 BIOLOGICAL SCIENCE MINORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field				1		1
Two fields	1		1	1		3
Three fields		1				1
Four fields			1			1
Grades	1	1				2

Business Administration. Of the thirty-four business administration graduates who returned the questionnaires to the Education department, all but one had taught in the major field the first year of teaching. Half of the majors had taught in one field only, but one of these was in a field other than business administration.

Economics-sociology was combined with business administration the greatest number of times by the students for their major-minor combination, but very few used both fields of the combination for teaching. Health and physical education was the combination occurring most frequently in the actual teaching situations.

Eleven of the seventeen graduates with business administration for their minor taught in the minor field. Two of the eleven taught in business administration alone, while the others taught the field in combination with other fields.

TABLE XI

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
34 BUSINESS ADMINISTRATION MAJORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of major	6	3	14	5	6	34
Teaching in major	5	3	14	5	6	33
Teaching in major only	5	3	8			16
Teaching in major and minor			3	1	2	6
Teaching in major and other fields			2	4	2	8
Other combinations	1		1		2	4

TABLE XII

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
34 BUSINESS ADMINISTRATION MAJORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	6	3	8			17
Two fields			4	3	4	11
Three fields			2	2	2	6

TABLE XIII

TEACHING SITUATION AND CLASS OF SCHOOL OF THE
17 BUSINESS ADMINISTRATION MINORS

Combination of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of minor		2	7	3	5	17
Teaching in minor		1	3	3	4	11
Teaching in minor only			2			2
Teaching in major only		1	1			2
Teaching in major and minor		1	1		2	4
Teaching in major and others			3			3
Teaching in minor and other fields					1	1
Teaching in major, minor, and other fields			1		1	2
Teaching in fields other than the major and the minor					1	1
Other combinations			1	1		2

TABLE XIV

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
17 BUSINESS ADMINISTRATION MINORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field		1	1	2		4
Two fields		1	4		2	7
Three fields			2		3	5
Five fields				1		1

Economics-Sociology. Not one of the thirteen graduates who had economics-sociology as the major taught in the major field their first year. Ten of the thirteen with the economics-sociology major had graduated the years of 1948 and 1949, and one each for the last three years of the study.

No special field was chosen most often for the minor, but seven different fields had been combined with economics-sociology as the major field. English and history were the fields most frequently taught by the graduates in place of their economics-sociology major, and these fields had been taught without adequate preparation.

Economics-sociology was chosen by thirty-four graduates for their minor field and six used the preparation for teaching.

The first table for the economics-sociology majors differs from the general form found for the other fields because no graduate is teaching the major field. The items under the column heading "Combinations of Preparation" show what the majors are doing with their preparation.

TABLE XV

TEACHING SITUATION AND CLASS OF SCHOOL OF THE
13 ECONOMICS-SOCIOLOGY MAJORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of major	2	4	4		3	13
Teaching in major						0
Teaching in minor			1			1
Teaching in minor and other fields		4	1		2	7
Teaching in fields other than major or minor	1				1	2
Other combinations		1	1			2

TABLE XVI

NUMBER OF FIELDS AND CLASS OF SCHOOL OF THE
13 ECONOMICS-SOCIOLOGY MAJORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field			1			1
Two fields	1	3	1		1	6
Three fields		1	2		2	5
Grades	1					1

TABLE XVII

TEACHING SITUATION AND CLASS OF SCHOOL OF THE
34 ECONOMICS-SOCIOLOGY MINORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of minor	13	6	8	4	3	34
Teaching in minor	1	1	2	2		6
Teaching in major only	6	1	3			10
Teaching in major and minor	1	1		1		3
Teaching in major and other fields	3	2	3	1	2	11
Teaching in major, minor and other fields			1	1		2
Teaching in fields other than the major or the minor	2	2			1	5
Other combinations	1		1	1		3

TABLE XVIII

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
34 ECONOMICS-SOCIOLOGY MINORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	6	2	3			11
Two fields	3	2	1	1	2	9
Three fields	1	1	4	1		7
Four fields	1			1		2
Five fields				1		1
Grades	2	1			1	4

English. Only two out of the twenty-nine graduates with an English major had not taught some English their first year of teaching. One taught Spanish and the other managed a work study program. Twelve had taught only English.

The foreign languages would seem to be the logical combinations with English. Latin was combined once as the minor with English, Spanish eight times, and French four times. History was chosen most often for the minor with English. Speech, history, and journalism were taught in combination with English a greater number of times than the other fields.

A few more graduates selected English for a minor than a major. Of the thirty-nine graduates who had chosen English for the minor, only nine did not teach in the field.

TABLE XIX

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
29 ENGLISH MAJORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of majors	7	6	11	4	1	29
Teaching in major	6	5	11	4	1	27
Teaching in major only	2	2	6	2		12
Teaching in major and minor	1					1
Teaching in major and other fields		2	4	1		7
Other combinations	4	2	1	1	1	9

TABLE XX

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
29 ENGLISH MAJORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	2	3	6	2		13
Two fields	3	1	2	1		7
Three fields	1	1	2		1	5
Four fields	1	1	1	1		4

TABLE XXI

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
39 ENGLISH MINORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of minor	6	8	16	6	3	39
Teaching in minor	3	8	9	4	2	26
Teaching in minor only	1	2	2			5
Teaching in major only	2		2			4
Teaching in major and minor			3	1		4
Teaching in major and other fields			4	1		5
Teaching in minor and other fields		3				3
Teaching in major, minor, and other fields		1	4	3		8
Teaching in fields other than the major or the minor	3	2	1	1	2	8
Other combinations					1	1

TABLE XXII

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
39 ENGLISH MINORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	3	2	4			9
Two fields		3	5	2		10
Three fields		1	5	2		8
Four fields			1		1	2
Five fields				1		1
Grades	3	2	1	1	2	9

Health and Physical Education. The health and physical education field was second high to history as the major field choice among the graduates reviewed. Of the forty-three graduates with the major, six had not taught in the major field. Twenty-two had taught the health and physical education in high schools so the other twenty-one taught in the grades or in a combination of the grades and the high school.

History was the field most often combined as a minor and was also the field taught in combination with health and physical education the greatest number of times.

Of the fifteen graduates with the health and physical education minor, eight had taught in the field. Four of these eight taught on the combined grade and high school level.

The field of health and physical education was the field in which more people had taught without adequate preparation. Forty-seven different persons were found to have taught health and physical education without adequate preparation and ten of these were history majors. (Table VI, page 31).

The field of health and physical education shows the need for further breakdown into men and women. The combination of mathematics with health and physical education occurred six times, with further investigation all of the combinations were taught by men.

TABLE XXIII

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
43 HEALTH AND PHYSICAL EDUCATION MAJORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of major	12	13	10	4	4	43
Teaching in major	11	11	8	4	3	37
Teaching in major only	3	1			1	5
Teaching in major and minor	3	4	2		2	11
Teaching in major and other fields	2	3		1		6
Other combinations	3	5	7	3		18

TABLE XXIV

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
43 HEALTH AND PHYSICAL EDUCATION MAJORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	3	2	1		1	7
Two fields	7	9	2		2	20
Three fields	1	1	4	1		7
Four fields		1	2	2		5
Five fields					1	1
Grades	1		1		1	3

TABLE XXV

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
15 HEALTH AND PHYSICAL EDUCATION MINORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of minor	3	4	3	2	3	15
Teaching in minor		2	2	1	3	8
Teaching in major only	2	1				3
Teaching in major and minor			1			1
Teaching in major and other fields		1	1	1		3
Teaching in minor and other fields					1	1
Teaching in major, minor, and other fields			1	1	1	3
Teaching in fields other than the major or minor	1	2				3
Other combinations					1	1

TABLE XXVI

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
15 HEALTH AND PHYSICAL EDUCATION MINORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	2	1				3
Two fields		1	2	1	1	5
Three fields					1	1
Four fields				1	1	2
Five fields			1			1
Grades	1	2				3

History. The field selected by the greatest number of graduates was history, and fifty-one graduates had chosen history for their major teaching field. Thirty-two graduates had taught subjects in the history field their first year.

The field of English was combined as the minor field with history as the major field more often than the other fields. English and health and physical education were the fields taught the greatest number of times with history. Health and physical education was taught more often without adequate preparation than the English.

The graduates who had history as their major field were the persons teaching most often in fields other than those in which they had adequate preparation. Ten of them had taught physical education without adequate preparation. History was found to have been combined with ten different fields in which the graduates did not have adequate preparation. (Table VI, page 31).

More graduates had chosen history for the minor field than for the major field. Fifty-four had selected history for the minor field and only twenty-eight had taught in the field.

TABLE XXVII

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
51 HISTORY MAJORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of major	12	13	12	7	7	51
Teaching in major	6	8	8	5	5	32
Teaching in major only	2	2				4
Teaching in major and minor			1			1
Teaching in major and other fields	1	3	2			6
Other combinations	3	6	8	5	6	28

TABLE XXVIII

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
51 HISTORY MAJORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	2	5	2	1		10
Two fields	3	5	2		1	11
Three fields	1	1	4	1	2	9
Four fields			2	1	2	5
Five fields			1	2		3
Six fields					1	1
Grades	6	2	1	2	1	12

TABLE XXIX

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
54 HISTORY MINORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of minor	8	16	13	10	11	54
Teaching in minor	4	4	9	6	5	28
Teaching in minor only	1	1				2
Teaching in major only	2	5	3	1		11
Teaching in major and minor	3	2	3	1		9
Teaching in major and other fields		5		2		7
Teaching in minor and other fields	1	1		1	1	4
Teaching in major, minor, and other fields			4	5	2	11
Teaching in fields other than the major or the minor	1	2	1		3	7
Other combinations			2		1	3

TABLE XXX

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
54 HISTORY MINORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	3	7	4	1		15
Two fields	4	6	3	2	1	16
Three fields	1	3	5	2	2	13
Four fields			1	1		2
Five fields				3	1	4
Six fields				1		1
Grades					3	3

Home Economics. Twenty-one graduates chose home economics for their major teaching field. All but one of them taught subjects in the major field. Thirteen of the graduates taught home economics in the high school, and seven taught home economics classes in the junior high school and the high school.

Physical science had been the field combined most often as a minor with the home economics, but few used the minor preparation for teaching. Health and physical education was taught in combination with home economics eight times, and in all eight instances the field was taught without major or minor preparation.

Thirteen of the graduates reviewed chose home economics for a minor field. Seven of them taught in the minor field the first year of teaching.

Journalism. Since only a teaching minor¹ is offered in the journalism field, no graduate reviewed had a journalism major. One graduate had journalism for the minor in combination with a history major. This graduate taught two fields in addition to the major and the minor in a Class II school the year of 1951.

Journalism had been taught by eleven graduates during the five year period without adequate preparation. English was the field with which the journalism had been taught most frequently.

¹University of Montana Bulletin, Montana State University Series, Number 438, July, 1951. p. 121.

TABLE XXXI

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
21 HOME ECONOMICS MAJORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of major	4	3	11	2	1	21
Teaching in major	3	3	11	2	1	20
Teaching in major only	3	2	1	1	1	8
Teaching in major and minor			2			2
Teaching in major and other fields		1	7	1		9
Other combinations			1			1

TABLE XXXII

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
21 HOME ECONOMICS MAJORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	3	2	1	1	1	8
Two fields		1	5			6
Three fields			5			5
Four fields				1		1
Grades	1					1

TABLE XXXIII

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
13 HOME ECONOMICS MINORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of minor	4		3	2	4	13
Teaching in minor	1		1	1	4	7
Teaching in minor only			1			1
Teaching in major only	1		1			2
Teaching in major and minor	1				2	3
Teaching in major and other fields			1	1		2
Teaching in minor and other fields				1		1
Teaching in major, minor, and other fields					1	1
Teaching in fields other than the major or the minor	2					2
Other combinations					1	1

TABLE XXXIV

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
13 HOME ECONOMICS MINORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	2		2			4
Two fields	1			1	2	4
Three fields			1		2	3
Four fields				1		1
Grades	1					1

LANGUAGES

French. Two of the graduates chose French for the major field, but taught in fields other than French their first year of teaching. One graduate had a triple minor of Spanish, German, and History with the major. This graduate taught Spanish, History, and three other fields in a Class V school. The other French graduate had English as the minor field and taught this with Spanish in a Class II school.

French was chosen for the minor field eight times by the graduates. Seven of the eight taught in their major field or other fields and hence they had not used the minor preparation. The eighth taught in a grade school the first year.

Latin. Latin was not selected as the major field by any of the 275 graduates, and was chosen for the minor field twice. The two graduates with the Latin minor did not teach the Latin, but both taught English. One of the two had an English minor while the other one was inadequately prepared to teach English. Both graduates taught two fields in Class I schools.

TABLE XXXV

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
5 FRENCH MINORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of minor	3	3	1	1		8
Teaching in major only	1	2	1	1		5
Teaching in major and a second minor	1					1
Teaching in major and other fields	1					1
Teaching in fields other than the major or minor		1				1

TABLE XXXVI

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
5 FRENCH MINORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	1	2	1	1		5
Two fields	2					2
Grades		1				1

Spanish. Seven graduates chose Spanish for their major teaching field. Of these seven with the Spanish major, four taught Spanish.

History was combined with Spanish four times as the minor field and was used twice. English was chosen as a minor twice and was taught in both cases. In addition, English was taught twice without adequate preparation by two of the graduates with a Spanish major.

Thirty-four graduates chose Spanish for the minor teaching field. Only three of the thirty-four with the Spanish minor taught Spanish their first year of teaching.

TABLE XXXVII

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
7 SPANISH MAJORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of major	1	2	1	3		7
Teaching in major	1	2		1		4
Teaching in major only	1					1
Teaching in major and other fields		1				1
Other combinations		1	1	3		5

TABLE XXXVIII

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
7 SPANISH MAJORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	1			1		2
Three fields		2	1			3
Four fields				1		1
Five fields				1		1

TABLE XXXIX

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
24 SPANISH MINORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of minor	6	6	8	3	1	24
Teaching in minor	1	1			1	3
Teaching in major only	2	1	4			7
Teaching in major and minor	1					1
Teaching in major and other fields	1	2	2	3		8
Teaching in minor and other fields		1				1
Teaching in major, minor, and other fields		1	1			2
Teaching in fields other than major or minor	1	1	1			3
Other combinations	1			1		2

TABLE XL

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
24 SPANISH MINORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	2	1	4			7
Two fields	3	2	3	1		9
Three fields	1	1	1	1		4
Four fields		1				1
Five fields					1	1
Six fields				1		1
Grades		1				1

Mathematics. Every graduate with a mathematics major had taught in the field their first year of teaching. Only one of the twelve graduates with the mathematics major had taught in only the mathematics field.

A logical field, physical science, leads as the choice for the minor in combination with the mathematics major, and in most cases was taught with the major field. Biological science and health and physical education were the fields taught in combination with mathematics the greatest number of times, and both fields had been taught without adequate preparation.

Mathematics was chosen for the minor field by thirty-two of the 275 graduates reviewed. Twenty-one of the thirty-two graduates with the mathematics minor taught mathematics their first year of teaching.

TABLE XLI

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
12 MATHEMATICS MAJORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of major	2		5	3	2	12
Teaching in major	2		5	3	2	12
Teaching in major only			1			1
Teaching in major and minor				1		1
Teaching in major and other fields					1	1
Other combinations	2		4	2	1	9

TABLE XLII

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
12 MATHEMATICS MAJORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field			1			1
Two fields	1			1		2
Three fields	1		3		1	5
Four fields			1			1
Five fields				1		1
Six fields				1	1	2

TABLE XLIII

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
32 MATHEMATICS MINORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of minor	6	8	10	2	6	32
Teaching in minor	3	5	6	1	6	21
Teaching in minor only	1	1				2
Teaching in major only	2	2	2			6
Teaching in major and minor		2	3	1	1	7
Teaching in minor and other fields	1	2	1			4
Teaching in fields other than the major or minor	2	1	2			5

TABLE XLIV

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
32 MATHEMATICS MINORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	3	3	2			8
Two fields		3	3	1	1	8
Three fields	1	1	3		3	8
Four fields				1	1	2
Six fields					1	1
Grades	2	1	2			5

Music. Music, with thirty-eight graduates, followed the history and health and physical education fields for the choice of major. All but two graduates used the major preparation and these two taught in grade schools. Five taught in the grades; three had charge of the grade music program, and the other two taught all the subjects for the grade they were teaching.

Ten different fields were combined as the minor with music. English was most frequently chosen as a minor, but mathematics was taught in connection with music more often.

Only four of the graduates reviewed chose music for a minor field. These four were 1951 and 1952 graduates, three in the former and one in the latter year. One taught in both the minor field and the major field, which was home economics, in a Class III school. The other three were teaching fields other than the minor. One taught in a Class I school, while the other two taught two fields in Class II schools.

A noticeable item concerning the graduates with a music major was the level at which they taught. Nine taught in high schools and six taught part time in the junior high school and part time in the high school. Not quite half of them, seventeen in number, taught combinations of classes from the first grade through the senior year in high school. Three taught music on the grade level only, and one taught on the junior high level.

TABLE XLV

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
38 MUSIC MAJORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of major	10	7	14	6	1	38
Teaching in major	8	7	14	6	1	36
Teaching in major only	4	2	5			11
Teaching in major and minor	1	3	5	1	1	11
Teaching in major and other fields		1	3	4		8
Other combinations	1		1	1		3

TABLE XLVI

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
38 MUSIC MAJORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	4	2	5			11
Two fields	1	4	8	5	1	19
Three fields	1		1	1		3
Grades	4	1				5

Physical Science. Nine graduates chose physical science for their major teaching field, and five used the major field the first year of teaching.

Mathematics was combined as the minor field six times out of the nine instances of the physical science majors and was taught in all six cases. One of the nine graduates had a double major of mathematics and physical science and taught both fields.

Physical science was chosen for the minor field by twenty-four graduates. Only eight of these twenty-four taught the minor field.

TABLE XLVII

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
9 PHYSICAL SCIENCE MAJORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of major	2	1	4		2	9
Teaching in major			3		2	5
Teaching in major and minor			1			1
Other combinations	2	1	3		2	8

TABLE XLVIII

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
9 PHYSICAL SCIENCE MAJORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	1					1
Two fields		1	2			3
Three fields	1		2		1	4
Four fields				1		1

TABLE XLIX

TEACHING SITUATIONS AND CLASS OF SCHOOL OF THE
24 PHYSICAL SCIENCE MINORS

Combinations of Preparation	Class of School					Total
	I	II	III	IV	V	
Frequency of minor	3	1	12	4	4	24
Teaching in minor			4	2	2	8
Teaching in major only	1	1	2	1	1	6
Teaching in major and minor			2	1		3
Teaching in major and other fields	1		2	1	1	5
Teaching in minor and other fields			1		1	2
Teaching in major, minor, and other fields			3	1	1	5
Teaching in fields other than the major or the minor	1		1			2
Other combinations			1			1

TABLE L

NUMBER OF FIELDS TAUGHT AND CLASS OF SCHOOL OF THE
24 PHYSICAL SCIENCE MINORS

Number of fields	Class of School					Total
	I	II	III	IV	V	
One field	1	1	3	1	1	7
Two fields	1		4	1	1	7
Three fields	1		3		1	5
Four fields			1	1		2
Five fields				1		1
Six fields					1	1
Grades			1			1

Speech. Three students who were graduated in the years 1950 and 1952 were prepared to teach Speech. One of the three graduates had a double major of English and Speech with an economics-sociology minor. This graduate was located in a Class I school and did special work with students needing the extra attention. Another one of the three graduates also had a double major of English and Speech, but had history for the minor teaching field. This graduate taught in all three fields in a Class III school. The third graduate had the Speech major with an English minor and taught only in the minor field in a Class I school.

One of the 1951 graduates and four of the 1952 graduates choose Speech for their minor teaching field. Three of the four 1952 graduates taught their first year in Class I grade schools. The other 1952 graduate taught the major field of history, the minor field of Speech, and economics-sociology with inadequate preparation in a Class III school.

TABLE LI
TEACHING SITUATIONS OF 275 GRADUATES CLASSIFIED BY MAJOR FIELDS*

Subject Fields	Number of majors	Teaching in major	Teaching in major only	Teaching in major & minor	Teaching one field	Teaching two fields	Teaching three or more fields	Teaching upper grades
Art	1							1
Biol. Sc.	13	8				3	10	3
Bus. Adm.	34	33	16	6	17	11	6	
Econ.-Sociol.	13	0	0	0	1	6	5	1
English	29	27	12	1	13	7	9	
Health & Phys. Educ.	43	37	5	11	7	20	13	3
History	51	32	4	1	10	11	18	12
Home Econ.	21	20	8	2	8	6	6	1
French	2				1		1	
Latin								
Spanish	7	4	1		2	3	2	
Mathematics	12	12	1	1	1	2	7	
Music	38	36	11	11	11	19	3	5
Phys. Sc.	9	5		1	1	3	5	
Speech	3	2			1		2	
Total	276	216	58	34	72	91	85	26

* Some graduates had double majors, others no majors and each major field was counted separately.

TABLE LII

TEACHING SITUATIONS OF 275 GRADUATES CLASSIFIED BY MINOR FIELDS*

Subject Fields	Number of minors	Teaching in minor	Teaching in minor only	Teaching in major & minor	Teaching one field	Teaching two fields	Teaching three or more fields	Teaching upper grades
Art	3	3	1	1	1	2		
Biol. Sc.	8	6		2	1	3	2	2
Bus. Adm.	17	11	2	4	4	7	6	
Econ.-Sociol.	34	6		3	11	9	10	4
English	39	26	5	4	9	10	11	9
Health & Phys. Educ.	15	8		1	3	5	4	3
History	54	28	2	9	15	16	20	3
Home Econ.	13	7	1	3	4	4	4	1
Journalism	1	1					1	
French	8			1	5	2		1
Latin	2			1		2		
Spanish	24	3		1	7	9	7	1
Mathematics	32	21	2	7	8	8	11	5
Music	4	1		1	1	3		
Phys. Sc.	24	8		3	7	7	9	1
Speech	5	2					2	3
Total	283	131	13	41	76	87	87	33

* Some of the graduates had double and triple minors and the minors were counted separately.

CHAPTER V

SUMMARY AND CONCLUSIONS

Statement of the problem. The purpose of this study was to determine how the graduates of Montana State University were being absorbed into the teaching profession. Necessary topics as stated in Chapter I were:

1. the major and minor combinations the graduates had as their preparation for teaching,
2. the number of graduates using their major, minor, and major-minor combinations,
3. the graduates teaching in a number of fields and how many have major, minor, or inadequate preparation for teaching these fields,
4. the male-female ratio,
 - a. according to each year,
 - b. according to the class of school,
 - c. the five year ratio,
5. and the marital status.

Procedure. The data obtained from the questionnaires were tabulated and placed on the master sheets according to the major and the minor of the graduate. Since the enrollments of the county and district schools were so varied, the grouping established by Barnes¹ was used.

¹Antrim Barnes, "Educational Offerings in Montana High Schools, 1945-47," (Unpublished Master's thesis, Montana State University, Missoula, 1948). p. 19.

The organization of sixteen subject fields was determined from the offerings of Montana State University. The subjects not included in this set of sixteen fields were treated separately.

Scope of the study. The study was limited to the 1948-1953 graduates of Montana State University who taught in the Montana schools during their first year after graduation. No questionnaire was sent to a Montana graduate teaching in another state. Approximately 70 per cent of the beginning teachers returned the questionnaire.

Findings of the study. Counting the double major separately, 282 majors were represented by the graduates. Of this number 217 of the graduates used the major preparation in the first year of teaching, but fifty-eight taught only the major field.

Twenty-two of the graduates had double minors or three minors. All together 283 minors were represented by the graduates, but only 131 used the minor preparation in the first year of teaching.

Seventy-two of the graduates taught in only one field during the first year of teaching. Of this number, fifty-eight had major preparation, and eleven had minor preparation. Twenty-four of the graduates teaching the one field were in Class I schools, twenty-five were in Class II schools, and the remainder in the other three classes of schools.

The two-field combinations were taught by ninety-one of the graduates the first year of teaching. Forty-four of them taught one of the two fields without adequate preparation, and six taught both fields without preparation.

The one and two fields combined numbered 155 of the graduates, leaving 120 or not quite half of the graduates who had taught three or more fields the first year. The graduates teaching in the grades are also included in this number. The fact that about half of the beginning teachers taught three or more fields during the first year of teaching would indicate that students preparing for a teaching career should have more than two prepared fields for teaching.

Some fields are taught by men more often than by women, and vice versa. English, the languages, art, commercial, and home economics were found by other reviewers to be the fields taught most often by the women. The other subjects were most often taught by the men.

The University enrollment had a ratio of men to women of about two to one. The number of men to women going into the teaching profession were found to also have a ratio of two to one.

The marital status showed more married teachers than single teachers in the profession.

Upon conclusion of the study certain weaknesses became apparent. When reading the summaries of each field certain

combinations showed to be the best combinations. In some cases if a woman were to have the combination and tried to secure a position with the combination the task would be difficult because only men have taught the combination. The study does not show where the men or the women outnumber the other according to the fields.

Another weakness was the size of the sample. The sample was too small from which to draw conclusions regarding subject combinations being used, especially in those fields which not many graduates choose as a teaching speciality.

Problems suggested by this study. Make a study of each of the sixteen fields for the best combinations. Divide each of these field studies into sections showing the frequency of men and women.

Trends of the times change the pattern of occurrences so the study should be repeated for every five years or so.

Use a larger sampling by including all the teachers in Montana teaching the fields.

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BIBLIOGRAPHY

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APPENDIX

APPENDIX

QUESTIONNAIRE FOR BEGINNING TEACHERS

Name: _____ School: _____ School Year 19__19__

PART I--YOUR TEACHING JOB

A-On what level are you teaching? 1-Elementary? _____
2-Junior High? _____
3-High School? _____
What grades? _____

B-What subjects do you teach and what is the enrollment in each class or section?

1-First Semester		2-Second semester	
a-Subjects taught	Size of Class	a-Subjects taught	Size of Class
(1) _____	_____	(1) _____	_____
(2) _____	_____	(2) _____	_____
(3) _____	_____	(3) _____	_____
(4) _____	_____	(4) _____	_____

C-What extra-curricular activities do you supervise? Approximate number of pupils enrolled in each?
(1) _____
(2) _____
(3) _____

D-What is your present salary (if you care to list it)?
\$ _____ per year

PART II--LIVING CONDITIONS

A-Where do you live? Hotel? _____ Motel? _____ Private Home? _____
Apartment? _____ Rooming House? _____ Or? _____

B-Approximately what does it cost you per month? _____

C-Where do you eat? Cafe? _____ Private Home? _____ Apartment _____
Or? _____

D-Approximately how much does your board cost you per month?

E-In general how do you rate your living quarters?
(1) Exceptionally good _____
(2) Satisfactory _____
(3) Unsatisfactory _____

F-What seems to be the general attitude of the community toward teacher behavior?

- (1) Strict _____
- (2) Liberal _____
- (3) Indifferent _____

G-How are the teachers accepted in the community?

- (1) Community welcomes participation? _____
- (2) Teachers are shut out of community activities? _____
- (3) Community lets teachers shift for themselves? _____

H-To what extent do you participate in community activities?

Activity	Extent you participate		
	Often	Occasionally	Seldom
(1) Church	_____	_____	_____
(2) Lodges	_____	_____	_____
(3) Hobby Clubs	_____	_____	_____
(4) Service Clubs	_____	_____	_____
(5) Women's Clubs	_____	_____	_____
(6) _____	_____	_____	_____

I-What social activities are available to you?

- (1) Community Concerts _____
- (2) Hobby Clubs _____
- (3) Study Clubs _____
- (4) Lodges _____
- (5) Bridge Clubs _____
- (6) _____

J-To what professional organizations do you belong?

- (1) A.F.T. _____
- (2) M.E.A. _____
- (3) N.E.A. _____

Others? (name them): _____

PART III--APPRAISAL OF YOUR PROFESSIONAL TRAINING

A-On the basis of this year's experience, how do you rate your teacher training program at Montana State University?

- (1) Excellent _____
- (2) Adequate _____
- (3) Inadequate _____
- (4) Very Poor _____

B-With regard to your teacher training program, was your preparation in the teaching fields such as to give you a feeling of competence as you taught?

(List those you are teaching)	Evaluation	
	Feel very reasonably secure	Insecure
_____	_____	_____
_____	_____	_____
_____	_____	_____

C-List the education courses you took at MSU and evaluate each

<u>Course</u>	Exceedingly helpful	Helpful	Little help
(1) _____	_____	_____	_____
(2) _____	_____	_____	_____

D-What specific problems have you met in your first year of teaching that prospective teachers should be aware of before they start to teach?

E-Of how much value was your cadet teaching to you in meeting the demands of your present job?

- (1) Exceedingly helpful _____
- (2) Of some help _____
- (3) Of little help _____
- (4) Of no help _____

F-What specific suggestions do you have for improving teacher training at MSU?

- (1) _____
- (2) _____
- (3) _____

PART IV--REACTION TO TEACHING

A-What is your present reaction to teaching?

- (1) Like it very much _____
- (2) Am pretty well satisfied _____
- (3) Just tolerate it _____
- (4) Dislike it _____

B-What are your plans so far as teaching is concerned?

- (1) I shall continue in this work _____
- (2) I plan to drop out of teaching _____
- (3) I am uncertain at present _____

C-If you care to, please indicate your plans for next year.

- (1) Will teach again in this location _____
- (2) Plan to teach at _____
- (3) Expect to do advanced work in _____

- (4) Plan to go into _____
(name of college or university)
_____ (another type of work)

h to express yourself at greater length on
ions above, use this and the following page

Questionnaire used for the years 1950-52

MONTANA STATE UNIVERSITY
SCHOOL OF EDUCATION

QUESTIONNAIRE FOR BEGINNING TEACHERS

Name _____ Location _____ Date _____
(city) (state)

PART ONE: Statistical Data

1. Sex (M or F) _____ 1
2. Marital Status. ("S" if single, "M" if married) _____ 2
3. What is your salary (per year), if you care to list it? _____ 3
4. How is your school organized? (i.e., 8-4, 6-3-3,) _____ 4
5. On what level are you teaching? Please indicate grade _____ 5
Junior High _____
High School _____
6. What is the total enrollment of your classes (not counting extra-curricular) _____ 6
7. What is the approximate population of the community _____ 7
8. Where do you live? (a) Hotel or motor court; (b) Apartment or house; (c) Rooming house; (d) Other. (Please insert proper letter at right) _____ 8
9. Approximately how much does your rent cost per month _____ 9
10. Where do you eat? (a) Home; (b) Cafe; (c) Boarding _____ 10
11. Approximately how much does your board cost per month _____ 11
12. Is your salary adequate? That is, are you able to meet current expenses and save a portion toward the future? (yes or no) _____ 12
13. In general, how do you rate your living quarters? _____ 13
(E-exceptionally good; S-satisfactory; U-unsatisfactory)
14. What seems to be the attitude of the community toward teacher behavior?(S-strict; L-liberal; I-indifferent) _____ 14
15. How are teachers accepted in the community? (a) participation welcomed; (b) shut out of community activities; (c) left to shift for themselves _____ 15
16. To what extent do you participate in community activities (Church groups, lodges, service clubs, etc.)? (a)Often; (b)Occasionally; (c) Seldom _____ 16

PART THREE: Your Professional Training

Below is a listing of all courses offered at MSU at the undergraduate level in Education. Please rate those which you have taken according to this scale; A--very helpful; B--helpful, C--little or no help.

Course

- 25a Educational Psychology _____
- 25b Principles of Secondary Education _____
- 25c Secondary School Teaching Procedures _____
- 26a Observation and Teaching (first quarter) _____
- 26b Observation and Teaching (second quarter) _____
- S26c Observation and Teaching (third quarter) _____
- Sl10 Safety Education and Driver Training _____
- Sl15 Classroom Use of Radio _____
- Sl20 Problems in Teaching Children's Literature _____
- Sl21 Problems in Supervision and Teaching of Language Arts _____
- Sl32 Secondary School Administration _____
- 134 School Supervision _____
- 140 Educational and Vocational Guidance _____
- 141 Organization and Administration of the School Library _____
- 145 Audio-Visual Aids _____
- 146 Secondary School Personnel Practices _____
- Sl48 Problems in Special Education _____
- Sl49 Workshop in Business Education _____
- 150 Educational Administration _____
- 152 Educational Measurements _____
- 153 Health Education _____
- 154 Seminar in Education _____
- 156 School Finance _____
- 158 Educational Sociology _____
- Sl59 Problems in the Junior High School _____
- Sl60 Organization and Administration in the Elementary
School _____
- Sl61 Curriculum Workshop _____
- 162 Problems in Elementary Education _____
- Sl64 Supervision of Instruction in the Elementary School _____
- 165 Workshop in Education _____
- 166 History of Education _____
- 167 Occupational Information _____
- 168 Techniques of Counseling _____
- Sl69 Workshop in Testing and Guidance _____
- Sl71 Elementary Curriculum _____
- 174 Counseling Laboratory _____
- 177 Secondary Curriculum _____
- Sl78 Supervision and Teaching of Elementary Reading _____
- Sl79 Supervision of Teaching of Science in the Elementary
School _____
- Sl81 School Library Cataloguing and Book Selection _____
- Special Methods in _____
- 17. Your teaching Major _____ Minor(s) _____

PART FOUR: Your teaching job

In the space provided below, please list the subjects you taught or are teaching in the first and second semesters of the school year. In addition, please list extra-curricular activities, if any, which you supervise, marking them with an "X".

FIRST SEMESTER		SECOND SEMESTER	
Subjects taught	Number in class	Subjects taught	Number in class
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

In order to evaluate your preparation in subject fields, please encircle those subjects above in which you feel reasonably competent to teach.

18. To what professional organization(s) do you belong? _____

19. What is your reaction to teaching? (a) like it very much; (b) pretty well satisfied; (c) just tolerate it; (d) dislike it. _____

20. What are your plans sofar as teaching is concerned? (a) intend to continue teaching; (b) plan to drop out of teaching; (c) am undecided at present. _____

21. If you care to, please indicate your plans for next year.

Will teach in present location _____

Plan to teach at _____

Expect to do advanced work at _____

Plan to go into _____
(other type of work)

PART FIVE: Recommendations and Remarks

If you have met any specific problems in your first year of teaching that prospective teachers should be made aware of before they start to teach, list them below:

What specific recommendations do you have for improving teacher training at MSU?

If you would like to have a summary of the results of this questionnaire, please indicate the address to which it should be mailed.

In case you wish to express yourself further on any questions asked on the preceding pages, please feel free to do so on the back of this sheet.

From: Mary M. Condon, State Superintendent of Public Instruction

Subject: Secondary Certificates

Date: March 20, 1951

GENERAL TEACHING CERTIFICATES
SECONDARY SCHOOL STANDARD GENERAL

1. Positions for which issued.
 - a. Teaching grades 7 through 12 in any public school.
 - b. Teaching grades 7-8 or grades 7-8-9 in any accredited junior high school.
2. Validity
 - a. Two-year certificate provided applicant has the pattern of preparation for the five-year.
 - b. Five year. No additional credits. Must show one year of successful teaching.
 - c. Renewable indefinitely for five-year periods if 8 quarter hours of undergraduate or graduate credits are presented each time. It is recommended that this be work toward the masters degree.
3. Preparation.
 - a. Bachelors degree from a fully accredited teacher-education training institution.
 - b. A minimum of 45 quarter hours in a major teaching field usually taught in Montana high schools.
 - c. A minimum of 30 quarter hours in a minor teaching field usually taught in Montana high schools.
 - d. Educational and Professional training--24 quarter hours from the following areas:
Prerequisite--general psychology
Required courses:
 Educational Psychology
 Principals of Secondary Education
 Secondary School Teaching Procedure
 Observation and Practice Teaching
Elective courses to make up the 24 quarter hours.
Wide choice of subjects.
 - e. Experience--preferred but not required.

SECONDARY ADVANCED

1. Positions for which issued.
 - a. Teaching grades 7 through 12 in any public school.
 - b. Teaching grades 7-8 or grades 7-8-9 in any accredited junior high school.
2. Validity
 - a. Two-year certificate provided applicant has the pattern of preparation for the five-year.
 - b. Five year. No additional credits. Must show one year of successful teaching.

- c. Renewable indefinitely for five-year periods if 8 quarter hours of undergraduate or graduate credits are presented each time. It is recommended that this be work toward the masters degree.
3. Preparation.
- a. Meets pattern of preparation for the Secondary School Standard General.
 - b. In addition, 1 year (3 quarters) of post-baccalaureate training in educational and professional training.
 - c. Experience--preferred but not required.

SECONDARY SPECIAL

1. Position for which issued.
- a. Teaching grades 1 through 12 in any public school.
2. Validity
- a. Two-year certificate provided applicant has the pattern of preparation for the five-year.
 - b. Five year. No additional credits. Must show one year of successful teaching.
 - c. Renewable indefinitely for five-year periods if 8 quarter hours of undergraduate or graduate credits are presented each time. It is recommended that this be work toward the masters degree, if applicant does not have one.
2. Preparation.
- a. Bachelors degree from a fully accredited teacher-education trining institution.
 - b. A minimum of 45 quarter hours in any special field such as agriculture, home economics, industrial arts, commercial subjects, physical education, music, fine arts, radio, television, or such other special fields as the needs of the schools may from time to time require, including service as school librarian and school nurse.
 - c. No teaching minor required.
 - d. Educational and Professional training--24 quarter hours from the following areas:
Prerequisite--general psychology
Required courses:
 Educational Psychology
 Principles of Secondary Education
 Secondary School Teaching Procedure
 Observation and Practice Teaching
Elective courses make up the 24 quarter hours.
Wide choice of subjects.
 - e. This certificate may also be granted to anyone who presents unusual preparation or may have made an outstanding record in some particular technical field that is recognized by the State Department

as being sufficient for instructing boys and girls in the public schools of the state. Discretion of State Board of Education.

4. Experience--preferred but not required.

GENERAL VALIDITY OF CERTIFICATES

All two- and five-year certificate shall expire after the first issue to any person two- and five-years from July 1, nearest such date of issue. The date of issue is understood to be the date the applicant began teaching in Montana and not the date the certificate was issued for there is often delay before the clerical work in issuing a certificate can be done.

This regulation applies to applicants trained in this or in any other state.

EMERGENCY CERTIFICATES

These will not be issued as long as there are unemployed high school teachers who do have the pattern of preparation that is required for high school teaching. In extreme cases, consideration might be given in certain specialized fields and each case will be considered on its individual merits. This will be determined through State Board of Education action.

LIFE CERTIFICATES

None will be issued beyond 1955. For more information, please request a directive by writing direct to the office in Helena.

RENEWALS OF EXPIRED STATE CERTIFICATES

A secondary state certificate that has expired previous to 1949 can be renewed by the presentation of at least 8 quarter hour credits from an accredited college or university earned during the past six years.

CERTIFICATION OF COUNSELORS

The part-time counselor or full time counselor shall be a college graduate, certified to teach, and have at least 15 quarter hours in the following subjects:

Principles and Practices in Guidance; Occupational and Educational Information for Guidance; Techniques of Counseling; First Principles of Mental Hygiene; Tests and Measurements or Aptitude Testing; Case Study

Techniques; Abnormal Psychology; Clinical Psychology; Psychology of Childhood and Adolescence; Personality Adjustment; Elementary Statistics; and Supervised Counseling Experience.

Work experience other than teaching is recommended. The Advisory Committee on Guidance has recommended that all teachers take Principles and Practices of Guidance.

SAMPLE OF MASTER SHEET

A space for each teacher

				Bus. Adm.
				Biol. Sc.
				Econ.-Sociol.
				English
				Speech
				Health & Phys. Educ.
				History
				Home Economics
				Journalism
				Mathematics
				Music
				Physical Science
				Latin
				Spanish
				French
				Art